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ABSTRACT

This guidebook was developed to assist local school districts in Kentucky with the implementation of the program improvement section of the Education Consolidation and Improvement Act, Chapter 1. The emphases of the reauthorization of Chapter 1 are accountability and program effectiveness. Each local district must now identify Chapter 1 schools failing to show satisfactory progress and provide a program improvement framework ensuring increased impact of the Chapter 1 programs in each of the schools. In addition, the local districts are required to identify students who have not shown substantial progress and to modify the program to better meet their particular needs. This guide helps districts fulfill these requirements. The following chapters are included: (1) "Introduction"; (2) "Process and Procedures of School Program Improvement"; (3) "Parent Involvement and Program Improvement"; (4) "Timeline"; (5) "Process and Procedures of Student Program Improvement"; (6) "Local Conditions"; (7) "Technical Assistance and 1405 Funds"; and (8) "Appendix." The following items are appended: (1) "Program Improvement Plan Example Format"; (2) "Chapter 1 Program Quality Self-Rating Form"; (3) "Chapter 1 Program Description Form"; (4) "13 Program Attributes; (5) "List of Effectiveness Characteristics"; and (6) "Program Improvement 1405 Funds Application." Two figures are included. (JS)

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KENTUCKY CHAPTER 1

PROGRAM IMPROVEMENT GUIDE

JULY 1989

Division of Compensatory Education

Kentucky Department of Education

Frankfort, Kentucky

UD 027 461

BEST COPY AVAILABLE

THE LAW MANDATES THAT
IF YOU HAVE A
CHAPTER 1 PROGRAM
IT MUST BE EFFECTIVE.

CONTENTS

Philosophy, Purpose, & Effectiveness

I.	Introduction	5
II.	Process and Procedures of School Program Improvement	7
III.	Parent Involvement and Program Improvement	11
IV.	Timeline	12
V.	Process and Procedures of Student Program Improvement	14
VI.	Local Conditions	16
VII.	Technical Assistance and 1405 Funds	17
VIII.	Appendix	18
	A. Program Improvement Plan Example Format	19
	B. Chapter 1 Program Quality Self-Rating Form	21
	C. Chapter 1 Program Description Form	33
	D. 13 Program Attributes	35
	E. List of Effectiveness Characteristics	36
	F. Program Improvement 1405 Funds Application	38

CHAPTER 1 PROGRAM IMPROVEMENT GUIDE

KENTUCKY

Program Philosophy

The philosophy upon which Chapter 1 programs are developed is predicated on the assumptions that:

* **All students can learn regardless of their past academic performance, family background, socio-economic status, race or gender;**
* **Professional educators are obligated to provide effective instructional programs designed to meet the ever changing educational needs of each student; and**
* **Effective instructional programs are best accomplished by striving to achieve excellence and encouraging administrators, teachers, parents and students to participate in the dynamic process of PROGRAM IMPROVEMENT.**

Program Purpose

The purpose of Chapter 1 as stated in the law is to improve the educational opportunities of educationally deprived children by providing supplemental services that will enable these children:

* **To succeed in the regular LEA program;**
* **To attain grade level proficiency; and**
* **To improve achievement in basic and more advanced skills.**

Program Effectiveness

Chapter 1 program effectiveness must be expressed in terms of aggregrate performance. Effectiveness may also be expressed in terms of other indicators such as:

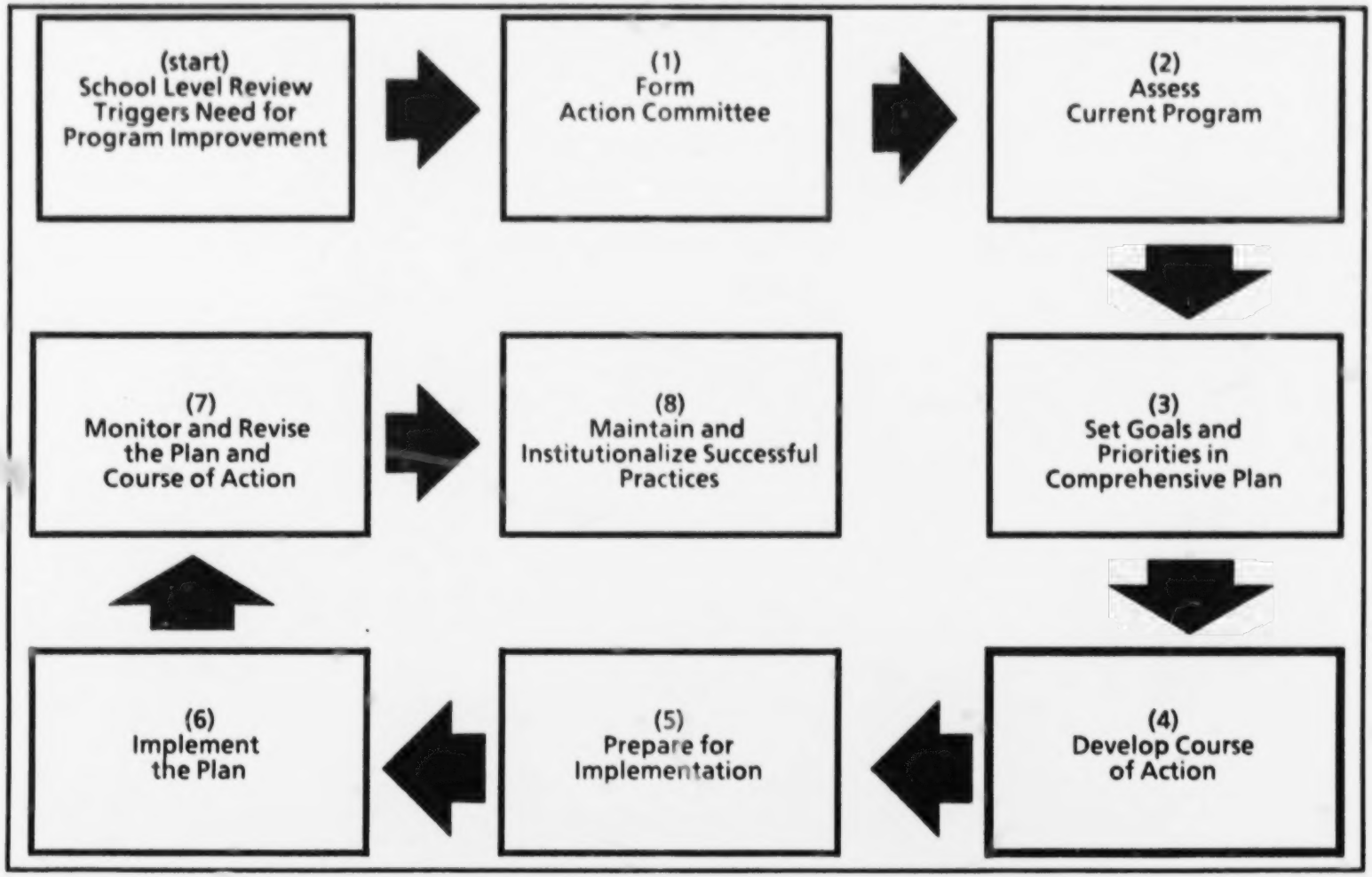
* **Improved student performance measured by criterion-referenced tests;**
* **Lower dropout rates;**
* **Improved attendance; and**
* **Fewer retentions in grades.**

I. INTRODUCTION

Title I of the Hawkins-Stafford Act of 1988 amended the Elementary and Secondary Education Act of 1965 to include a new reauthorized Chapter 1 Program. In reauthorizing Chapter 1, Congress retained the basic goals and structure of the program. Within the basic framework, however, Congress sought to strengthen and improve the program. For the first time the reauthorization emphasizes accountability and program effectiveness. This accountability is to exist in Chapter 1 programs on a school by school basis. Each local district must now identify Chapter 1 schools failing to show satisfactory progress and provide a program improvement framework ensuring increased impact of the Chapter 1 programs in each of the schools. The law further requires the local districts to identify students who have not shown substantial progress and to modify the program to better meet their particular needs.

This guidebook has been developed to assist the local school districts with the implementation of the program improvement section of the Chapter 1 Law. It begins by providing guidance in the process and procedure of developing a program improvement plan in the school and for individual students. It also describes how local conditions can be taken into consideration when reviewing data related to school and individual student evaluation. A section on parent involvement lists how the increased parental role impacts on program improvement responsibilities. Guidance is also given on how local districts may request technical assistance with their program improvement efforts.

PROGRAM IMPROVEMENT PROCESS



II. PROCESS AND PROCEDURES OF SCHOOL PROGRAM IMPROVEMENT

The state model for the Chapter 1 program improvement effort contains eight distinct but related steps, indicated below. These steps are based on proven research and sound practice in the areas of program improvement and staff development.

LEAs will first identify those schools which must develop and implement a Chapter 1 program improvement plan and submit their plans to the Division of Compensatory Education, Unit Director, Chapter 1 Basic Program. The program improvement plans may be developed following these eight STEPS:

1. Form a program improvement action committee;
2. Assess the current program;
3. Set goals and priorities in a comprehensive plan;
4. Develop a course of action;
5. Prepare for implementation;
6. Implement the plan;
7. Monitor and revise the plan and course of action; and
8. Maintain and institutionalize successful practices.

A program improvement plan example format is provided in Appendix A. Each step is addressed in greater detail below. Materials are provided in the Appendices of this document which will help provide the necessary development and structure of a Program Improvement Plan. The completed plan for improvement must be submitted to the local board of education, the state department of education, and be made available to the parents of children participating in the Chapter 1 program.

STEP 1: Form a Program Improvement Action Committee

A committee of seven members is recommended, including but not limited to the following: school principal, Chapter 1 teacher, classroom

teacher, Chapter 1 coordinator, two parents of participating children (Parent involvement requirements are explicitly described in Section III of this guide), and other pupil services personnel (a student if secondary school is involved).

Persons to serve as committee chair and secretary are to be identified from the committee members. The committee chair shall be responsible for coordinating and communicating the efforts of the committee. The secretary shall be responsible for keeping records of the meetings and maintaining necessary work materials.

STEP 2: Assess the Current Program

A self-assessment of program quality is to be conducted with attention given to identifying areas of strength as well as areas requiring modification. Research shows that certain schooling practices are more effective than others. Thirteen attributes of effective Chapter 1 programs have been identified and listed in Appendix D. A list of effectiveness characteristics can be found in Appendix E.

A self-assessment of program quality based on effective schooling practices should include the following mutually supportive, dynamically interrelated program attributes: a school environment which supports learning; a clearly defined curriculum; focused classroom instruction and management; ongoing assessment and evaluation of students and programs; coordination of Chapter 1 programs with the regular classroom program; whole staff cooperation in program assessment; and strong instructional leadership. Effective schooling practices include those procedures, approaches, and attitudes which focus the entire school on helping students reach high levels of achievement.

A variety of self-rating instruments are available for assessment of program quality. Examples of self-rating instruments are included in Appendices B and C. The use of these instruments is optional, but they are recommended as a tool for identifying areas in need of modification in a school's Chapter 1 program.

STEP 3: Set Goals and Priorities in a Comprehensive Plan

Goals and goal priorities identified in a comprehensive plan for program improvement are identified from the analysis of data collected in the self-assessment. Goals should be based on the program effectiveness characteristics that are identified as most in need of improvement. Goals articulate what is to be accomplished to improve the program, serve to drive the assessment and evaluation of progress, and are geared toward meeting the desired outcomes stated in the project application.

In the event that multiple goals are specified to drive the program improvement effort, it is necessary that goal priorities also be identified. Setting goal priorities will further focus the attention and energies of all involved.

STEP 4: Develop a Course of Action

The course of action includes descriptive narrative of educational strategies designed to achieve the stated goals. This step requires consideration of those factors which are necessary to effectively implement the program improvement plan. A description of the intended strategies should indicate what and how particular resources will be applied to carry out the strategies indicated.

The following resource elements should be given consideration, as appropriate, in the action plan:

A. qualified personnel;
B. inservice training;
C. curriculum materials;
D. equipment;
E. physical facilities;
F. technical assistance requirements;
G. promising alternative curricula;
H. improving coordination between Chapter 1 and regular classroom programs;

I. parental involvement; and
J. inservice training for Chapter 1 staff and other staff working with participating children.

STEP 5: Prepare for Implementation

The LEA is required (under Section 200.38) to fully implement a school program improvement plan as soon as possible. Some changes may be accomplished quickly, such as the purchase of readily available materials or equipment. Other changes necessary for full implementation may not be accomplished as readily. For example, if the project needs a complete redesign, the LEA can implement a staff training program in preparation for full implementation of the program improvement plan. Communication is the key at this point. Let people know what you are doing!

STEP 5: Implement the Program Improvement Plan

STEP 7: Monitor and Revise the Plan and Course of Action

Interim and Annual performance reports are to be submitted. It is advised that the School Program Improvement Action Committee persist in reviewing the status of the activities of the plan implementation on a frequent and regular basis. Monthly meetings should be held to monitor progress and discuss needed modifications. Close monitoring of the program improvement efforts will assist in the early identification of areas requiring some adjustment and refinement during the course of implementing the plan.

STEP 8: Maintain and Institutionalize Successful Practices

Practices and activities identified as being successful need to be incorporated as regular practice.

III. PARENT INVOLVEMENT AND PROGRAM IMPROVEMENT

Public Law 100-297 has increased the role of parents in developing and implementing Chapter 1 activities. The section on program improvement reflects that expanded roll by directing LEAs to include the parents of participating Chapter 1 children in program improvement activities. Section 1020 and 1021 of Public Law 100-297 requires local districts to . . .

> . . .make the results of a program improvement annual review available to parents. . .
>
> . . .annually assess through consultation with parents, the effectiveness of the parental involvement program and determine what action needs to be taken, if any, to increase parental participation. . .
>
> . . .describe how resources will be applied to evaluate district parental involvement. . .
>
> . . .make the program improvement plan available to parents of participating Chapter 1 children . . .
>
> . . .consult with parents of participating children when developing and implementing a joint plan. . .

The law gives parents a voice in expending funds for the implementation of school improvement programs. Section 1405 of P.L. 100-297 states. . .

> "Parents of participating children, school staff, the local educational agency and the State Educational Agency shall jointly agree to the selection of providers of technical assistance and the best use of funds. . .for the effective implementation of the program improvement plan".

IV. TIMELINE

The plan developed by the LEA must be fully implemented AS SOON AS POSSIBLE but absolutely no later than the beginning of the second school year after the school year during which the school did not show substantial progress toward meeting the LEA's desired outcomes, showed no improvement or a decline in aggregate performance of participating children, or failed to meet achievement standards as indicated in Part II of the State Plan for Program Improvement. If full implementation of an improvement plan requires the maximum time allowed by law, then the LEA is to implement portions of the plan as soon as possible.

Three timeline options are described below. The LEA is to indicate which option will be followed in Step 5 of the Program Improvement Plan Format.

OPTION A: If the LEA determines that required program improvement can be implemented in the following FALL:

June-August	--	Develop plan
August-May	--	Implement plan
December	--	Interim report
May-June	--	Evaluate performance

OPTION B: If the LEA determines that required program improvement can be implemented in the SECOND SEMESTER:

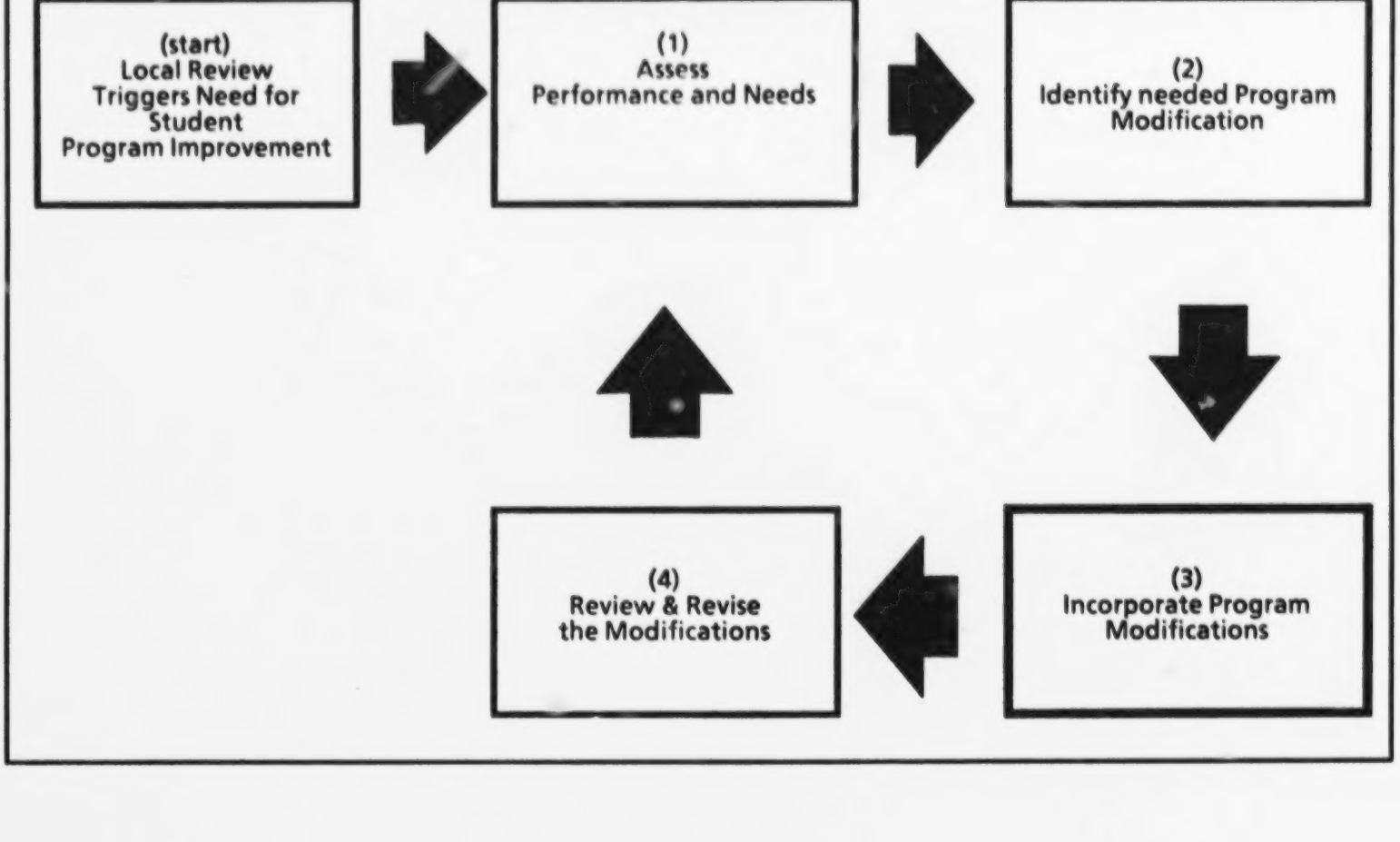
Year 1	June-December	--	Develop plan
	January-May	--	Implement plan
	June	--	Interim report
Year 2	August-May	--	Continue plan
	December	--	Interim report
	June	--	Evaluate performance

OPTION C: If the LEA determines that EXTENSIVE PROGRAM IMPROVEMENTS are required, the following timeline applies:

Year 1	July-May	--	Prepare school improvement plan, implementing portions of plan as soon as possible
	June	--	Interim report on action implemented
Year 2	July-August	--	Develop completed improvement plan
	August-May	--	Implement completed plan
	December	--	Interim report
	June	--	Evaluate performance

If, after *ONE FULL YEAR* of program improvement implementation, sufficient progress has not been made, the LEA and SEA must work together to develop a JOINT PLAN. Timelines will follow the appropriate option listed above.

STUDENT
PROGRAM IMPROVEMENT PROCESS



V. PROCESS AND PROCEDURES OF STUDENT PROGRAM IMPROVEMENT

Program modification must be considered, based on evaluation and review, for those students not achieving at expected levels. These modifications should be implemented in relation to the overall program and are not to be construed as individual education plans. The state model for the Chapter 1 student program improvement effort contains four distinct but related STEPS:

1. Assess Student Performance and Needs;
2. Identify needed program modification(s);
3. Incorporate program modification(s); and
4. Review and revise the modifications.

Step 1: Assess Student Performance and Needs:

Indicators of student performance which may need to be reviewed are:

- Achievement data;
- Attendance;
- Attitude and interest survey(s);
- Language differences/oral language facility;
- Health factors;
- Family/environment; and
- Peer influences.

Step 2: .IDENTIFY NEEDED PROGRAM MODIFICATION(S)

The student needs, project goals, and resources available need to be harmonized as closely as possible. Special attention must be given to the overall integrity of the program while meeting the needs of individual students.

Step 3: INCORPORATE PROGRAM MODIFICATION(S)

Incorporation of program modification(s) should focus on those practices requiring attention to meet the needs of individual students while reinforcing successful practices that already exist in the program.

Step 4: Review and Revise the MODIFICATIONS

Students who:

a. Have not shown substantial progress toward desired outcomes; or
b. Whose performance shows no improvement or decline,

after one school year will be placed on a list maintained by the Chapter 1 teacher and modifications shall be considered in the Chapter 1 project to serve those students better. If a child remains on the list for two consecutive years, the LEA shall conduct a thorough assessment of the educational needs of the child. A student Program

Improvement Intervention team could be formed to assist in this assessment. If appropriate, the results shall be used to modify the Chapter 1 project to meet the needs of the child.

A master list of these students is to be kept on file with the federal programs coordinator and shared with appropriate persons. The list will be reviewed on monitoring/accreditation visits. The following sample format may be used or modified to meet specific administrative needs.

STUDENT
PROGRAM IMPROVEMENT
MASTER LIST

NAME	GRADE	YEAR ON LIST	DEFICIENCY	PROGRAM MODIFICATION CONSIDERATIONS

VI. LOCAL CONDITIONS

The LEA and SEA are required, in performing their program improvement responsibilities, to take into consideration five special local conditions. These conditions are an inclusive list and cannot be expanded to include other local conditions. Local conditions are not meant to excuse an LEA or SEA from fulfilling their program improvement responsibilities or to justify setting low standards. Rather, in designing projects, LEAs should take these factors into consideration. When these factors cannot be determined beforehand, they may become legitimate mitigating factors that may affect, for example, how substantial progress toward meeting desired outcomes will be measured and whether certain schools are identified as needing program improvement.

A. *Mobility of student population* -- Mobility is defined as Chapter 1 students moving into or out of district, thereby missing pretest or posttest evaluations. When student mobility exceeds 25%, it may be considered as a causal factor related to the identification of a school as needing program improvement.

B. *Extent of educational deprivation* -- Extreme educational deprivation is defined as pretest and posttest averages below 25 NCEs (12%-ile) for the majority of students served by the Chapter 1 program; or the aggregate pretest or posttest weighted average for a Chapter 1 building is below 25 NCEs. Extent of educational deprivation may be considered as a causal factor related to a schools failure to meet program improvement standards.

C. *Difficulty in dealing with older children in secondary school Chapter 1 programs* -- Secondary level students offer a unique challenge in Chapter 1 programs. There are a broad range of contributing factors which can result in poor test results for these students. When test results have been compromised, other data may be presented to demonstrate program effectiveness.

D. Whether indicators other than improved achievement demonstrate positive effects on Chapter 1 children -- Examples of such indicators are:

- Accumulation of credits toward graduation
- Improved GPAs
- Improved attendance and/or behavior
- Improved scores on other objective measurement instruments
- Improved attitude and effort
- Increased participation in regular classroom activities

E. *Whether a change in the testing cycle or measurement instrument or other measurement-related phenomena has rendered results invalid or unreliable for a particular year.*

VII. TECHNICAL ASSISTANCE AND 1405 FUNDS

A. *When 1405 Funds Are Available*

As stated in Section 200.72, funds made available under Section 1405 of the Act shall be used for direct educational services in those schools implementing program improvement plans under Section 200.38.

An LEA may apply to the SEA for those funds by submitting the 1405 Fund Application Proposal found in Appendix F. Proposals will be processed, allocations formulated and LEAs notified of the amount of funds available for program improvement activities.

Parents of participating children, school staff, the LEA and the SEA shall jointly agree to the selection of providers of technical assistance and the best use of these funds. This may include assistance from:

* An institution of higher education;
* A federally supported educational laboratory or center;
* State personnel with expertise in educational improvement;
* Regional Chapter 1 Technical Assistance Center;
* Locally, state, or nationally based consultants; and
* Other providers of the specific services required by a school's program improvement plan.

The Department of Education will compile and maintain a master list of approved technical assistance providers.

Section 1405 funds may not be used for the purchase of supplies or equipment.

B. *When 1405 Funds Are Not Available*

When no program improvement funds are provided through Section 1405, the following technical assistance will be available to school districts implementing program improvement plans:

* SEA approved use of LEA Chapter 1 funds for technical assistance;
* SEA conducted inservices/workshops/seminars;
* Facilitation and referral among exemplary school districts and those needing program improvement; and
* Regional Chapter 1 Technical Assistance Center.

APPENDIX

PROGRAM IMPROVEMENT PLAN

FORMAT

Name of LEA	Name of School
Signature of Superintendent	Date Signed
Signature of Principal	Date Signed
Signature of Coordinator	Date Signed

Each school in a local school district which (1) does not show substantial progress toward meeting the desired outcomes described in the local educational agency's application; (2) shows no improvement or a decline in aggregate performance of children served under Chapter I for one school year; or (3) fails to meet achievement standards as outlined in the state plan for program improvement shall develop and implement in coordination with the LEA a plan for program improvement. The plan must be submitted to the local school board, the SEA, and made available to parents of children served under Chapter I in that school.

Process and Procedures

STEP 1: Action Committee Members:

STEP 2: Project areas in need of modification as identified through self assessment process:

STEP 3: Goals and Goal Priorities of Plan:

22

STEP 4: Course of Action:

STEP 5/6: Preparation Necessary for Full Implementation:

Timeline Option: _____

STEP 7: Plan Monitoring and Revision:

STEP 8: Maintenance of Successful Practices:

CHAPTER 1 PROGRAM QUALITY SELF-RATING FORM

Each member of the action committee should complete this form without consulting other committee members. Indicate the response most appropriate for your school. A score of "1" indicates the statement is least like this Chapter 1 program, a score of "4" indicates this statement is extremely apparent in this Chapter 1 program. Total the scores within each category.

I. PROGRAM AND STAFF LEADERSHIP

A. LEADERSHIP

1.	Program leaders demonstrate a clear understanding of the curriculum goals and how Chapter 1 objectives support them.	1	2	3	4
2.	Program leaders communicate positive attitudes about the Chapter 1 program to teachers, parents and students.	1	2	3	4
3.	Program leaders utilize evaluation results to implement Chapter 1 program improvement efforts.	1	2	3	4
4.	Program leaders demonstrate relevant instructional expertise and management skills as they relate to the Chapter 1 program.	1	2	3	4

TOTAL_____

B. PROFESSIONAL DEVELOPMENT AND TRAINING

1.	Staff development opportunities are provided to Chapter 1 staff and are supported with time and other necessary resources.	1	2	3	4
2.	Content in staff development sessions addresses Chapter 1 instructional issues and priorities and is based on assessed needs.	1	2	3	4
3.	Chapter 1 staff participate in staff development opportunities.	1	2	3	4
4.	Application of staff development training is evident in Chapter 1 instruction.	1	2	3	4

TOTAL_____

II. CURRICULUM AND PROGRAM DESIGN

A. PROGRAM GOALS AND OBJECTIVES

1.	Clear Chapter 1 objectives exist in support of clearly articulated curriculum goals.	1	2	3	4
2.	Chapter 1 goals and objectives are cooperatively established by Chapter 1 and regular school staffs.	1	2	3	4
3.	Chapter 1 goals and objectives are used to guide Chapter 1 instruction.	1	2	3	4
4.	The Chapter 1 curriculum goals and the role Chapter 1 objectives play in helping their children achieve those goals are communicated to the Chapter 1 parent.	1	2	3	4

TOTAL_____

B. COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS

1.	The Chapter 1 program is based on and coordinated with the district curriculum.	1	2	3	4
2.	Chapter 1 and classroom teachers make cooperative decisions in curriculum planning.	1	2	3	4
3.	Chapter 1 teachers can explain effectively how their instruction supplements the regular curriculum.	1	2	3	4
4.	Classroom teachers know how Chapter 1 program instruction supplements the regular curriculum.	1	2	3	4
5.	Specific provisions are implemented and time is set aside for coordination between teachers in Chapter 1 and the regular classrooms.	1	2	3	4

TOTAL_____

C. INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES

1.	Chapter 1 instructional strategies and materials are based on diagnosed needs of individual students.	1	2	3	4
2.	Chapter 1 teachers utilize a variety of appropriate instructional strategies, including direct instruction and interaction as well as modeling the thinking process.	1	2	3	4
3.	Chapter 1 instructional strategies include both concrete and abstract academic activities.	1	2	3	4
4.	Chapter 1 teachers provide opportunities for skill application in guided practice.	1	2	3	4
5.	Materials are of high interest and at the appropriate instructional levels for Chapter 1 students.	1	2	3	4
6.	Chapter 1 academic tasks are designed to assure high student success rate.	1	2	3	4
7.	Chapter 1 instruction includes higher order cognitive skills such as reading comprehension and problem solving.	1	2	3	4

TOTAL_____

III. SCHOOL-CLASSROOM ENVIRONMENT

A. SCHOOL AND CLASSROOM CLIMATE

1.	Chapter 1 provides a secure, caring, attractive environment where the emphasis is on academic achievement.	1	2	3	4
2.	Chapter 1 standards of behavior are written and displayed and are clearly communicated to students and parents.	1	2	3	4
3.	Chapter 1 students are encouraged to develop and demonstrate a sense of responsibility and self-reliance in classroom activities.	1	2	3	4
4.	Chapter 1 teachers recognize student accomplishments both in the Chapter 1 classroom and throughout the school.	1	2	3	4

5.	These standards (1-4) are reflected in the overall school climate.	1	2	3	4

TOTAL_____

B. EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR

1.	All school staff demonstrate a belief that all Chapter 1 students can and will learn.	1	2	3	4
2.	All school staff communicate high expectations for learning and behavior to Chapter 1 students and parents.	1	2	3	4
3.	Standards for learning are both challenging and attainable for Chapter 1 students.	1	2	3	4
4.	Chapter 1 students are expected to complete their work and meet established standards of quality.	1	2	3	4

TOTAL_____

IV. CLASSROOM INSTRUCTION

A. ACADEMIC LEARNING TIME

1.	School staff cooperatively schedule adequate time for Chapter 1 instruction.	1	2	3	4
2.	Students' time-on-task is maximized for Chapter 1 activities by starting planned activities on time and establishing efficient routines.	1	2	3	4
3.	Chapter 1 students are actively engaged in academic learning activities during the assigned time.	1	2	3	4
4.	Chapter 1 students work at challenging academic tasks that provide them with high rates of success.	1	2	3	4
5.	Student-teacher ratio and length of instruction periods provide an adequate opportunity for personal instruction for each student on a daily basis.	1	2	3	4

6.	Chapter 1 instruction is provided on a daily basis for all participants.	1	2	3	4

TOTAL_____

B. FEEDBACK AND REINFORCEMENT

1.	Chapter 1 teachers provide students with timely, specific feedback on daily work.	1	2	3	4
2.	Feedback to Chapter 1 students is related to performance on learning objectives and behavior.	1	2	3	4
3.	Chapter 1 teachers reteach appropriately in response to student performance levels.	1	2	3	4
4.	Chapter 1 teachers provide reinforcement in a positive and supportive manner.	1	2	3	4

TOTAL_____

C. EXCELLENCE RECOGNIZED AND REWARDED

1.	Students' efforts and accomplishments for academic achievement, attendance and behavior in the Chapter 1 program are recognized by the school staff.	1	2	3	4
2.	Student success in both Chapter 1 and the regular classroom is communicated to parents.	1	2	3	4
3.	A variety of awards, set at several different levels of performance, provide all Chapter 1 students with opportunities for success and recognition.	1	2	3	4
4.	Teaching success in the Chapter 1 program is recognized and shared with regular classroom teachers.	1	2	3	4

TOTAL_____

V. ASSESSMENT AND EVALUATION

A. MONITORING STUDENT PROGRESS

1.	Chapter 1 teachers use established assessment procedures to regularly monitor student progress.	1	2	3	4
2.	Chapter 1 teachers share results of performance with students and encourage self-monitoring of progress.	1	2	3	4
3.	Chapter 1 teachers share student performance information with appropriate staff.	1	2	3	4
4.	Chapter 1 teachers regularly provide information to parents about student performance.	1	2	3	4
5.	Chapter 1 teachers use diagnostic tests and other assessment results for individualization of instruction.	1	2	3	4
6.	Chapter 1 teachers use assessment results to evaluate their own teaching methods.	1	2	3	4

TOTAL_____

B. EVALUATION RESULTS

1.	Chapter 1 staff use pre and post tests that correspond with Chapter 1 objectives.	1	2	3	4
2.	Staff employs standards to ensure data quality for test administration, recording of scores, testing at appropriate times, testing under appropriate conditions, conversion of percentiles/student scores to NCEs, and for reporting of data.	1	2	3	4
3.	Chapter 1 and appropriate school staff review results of annual and sustained effects evaluation and use evaluation results for program improvement.	1	2	3	4

4.	A variety of formal and informal assessment techniques are used to evaluate the Chapter 1 program and identify areas needing improvement.	1	2	3	4
5.	Program improvement efforts are periodically reviewed to note progress and redirect improvement focus.	1	2	3	4

TOTAL_____

VI. PARENT AND COMMUNITY INVOLVEMENT

A. PARENT INVOLVEMENT

1.	Written procedures exist for involving Chapter 1 parents throughout the year.	1	2	3	4
2.	Parents of Chapter 1 students have input in developing the written procedures.	1	2	3	4
3.	Parents have options for becoming involved in activities that support their children's instructional programs.	1	2	3	4
4.	Chapter 1 staff members provide parents with information and techniques for helping their children learn.	1	2	3	4

TOTAL_____

PROGRAM SELF-RATING SUMMARY SHEET

List the total points rated for each category in Column 1. In column 2, rank the categories from the lowest total score to the highest total score. Review the rankings to identify strong areas and potential areas for program improvement.

Category	Column 1 Total score for category	Column 2 Rank categories; lowest score is 1; next is 2, etc.
I. PROGRAM AND STAFF LEADERSHIP		
A. Leadership	_____	_____
B. Professional Development & Training	_____	_____
Total	_____	Maximum points--32 If total is lower than 24, the category should be considered for program improvement.
II. CURRICULUM AND PROGRAM DESIGN		
A. Program Goals and Objectives	_____	_____
B. Coordination With The Regular School Program/ Other Special Programs	_____	_____
C. Instructional Materials, Methods and Approaches	_____	_____
Total	_____	Maximum points--64 If total is lower than 48, the category should be considered for program improvement.
III. SCHOOL-CLASSROOM ENVIRONMENT		
A. School and Classroom Climate	_____	_____
B. Expectations for Student Learning and Behavior	_____	_____
Total	_____	Maximum points--36 If total is lower than 27, the category should be considered for program improvement.

Category	Column 1 Total score for category	Column 2 Rank categories; lowest score is 1; next is 2, etc.
IV. CLASSROOM INSTRUCTION		
A. Academic Learning Time	_____	_____
B. Feedback and Reinforcement	_____	_____
C. Excellence Recognized and Rewarded	_____	_____
Total	_____	Maximum points--56 If total is lower than 42, the category should be considered for program improvement
V. ASSESSMENT AND EVALUATION		
A. Monitoring Student Progress	_____	_____
B. Evaluation Results	_____	_____
Total	_____	Maximum points--44 If total is lower than 33, the category should be considered for program improvement
VI. PARENT AND COMMUNITY INVOLVEMENT		
A. Parent Involvement	_____	_____
Total	_____	Maximum points--16 If total is lower than 12, the category should be considered for program improvement.

Based on a thorough program review as directed by the self-assessment form, the following categories have been identified as needing improvement:

Yes	No	
_____	_____	**Program and staff leadership**
_____	_____	**Curriculum and program design**
_____	_____	**School-classroom environment**
_____	_____	**Classroom instruction**
_____	_____	**Assessment and evaluation**
_____	_____	**Parent and community involvement**

Planning and Implementation Matrix Directions

The self-assessment instrument should be distributed to each member of the action committee. Committee members then complete the form without consulting with other committee members following the directions presented on each form. The committee secretary will then total all points for each item and divide by the number of committee members. This result should be entered on the Program Self-Rating Summary Sheet. Based on this review process, the action committee can focus on those areas identified as needing improvement.

A planning and implementation matrix is provided to organize the improvement process. Activities should be designed to meet each of the objectives identified as needing improvement. Please note that a committee member needs to be designated as the responsible person for each objective on the matrix. It is not the intent that this person carry out all the improvement activities but to function as a coordinator for those specific activities within the committee. How the improvement will be measured or documented needs to be determined by the committee before improvement activities begin. A predetermined timeline will help keep the committee focused on task.

Category:	There are 6 categories on the self-assessment instrument identified by Roman numerals.
Area:	Several specific areas are addressed under each category. These are identified by capital letters.
Objective:	Four to seven objectives are rated under each area. Each of these are identified by arabic numerals.
Activities:	Each objective will be addressed by a variety of activities determined by the committee to improve performance. The number of activities depends on the severity or complexity of need for improvement.
Person Responsible:	Someone should be responsible for each activity. One person could be responsible for all the activities or a different person for each activity could be designated.
Measure or Documentation:	As each activity is written, determine how it will be measured or documented in relation to improvement in that specific area.
Duration and Completion Date:	Set a time frame for the activity to begin and end. It is also helpful to set intermediate dates.

PROGRAM IMPROVEMENT
PLANNING AND IMPLEMENTATION MATRIX

CATEGORY: _____ AREA: _____

OBJECTIVE	ACTIVITIES	PERSON RESPONSIBLE	MEASURE OR DOCUMENTATION	DURATION AND COMPLETION DATE

CHAPTER 1 PROGRAM DESCRIPTION

Describe your current Chapter 1 program by scoring each statement on the scale of 1 (not at all like our program) to 5 (very much like our program). Circle the number.

	Not at all like our program				Very much like our program
CLEAR PROJECT GOALS					
1. Principals, teachers, and aides have a good understanding of the Chapter 1 program and its potential to help students.	1	2	3	4	5
2. Service to Chapter 1 students is a high priority with aides, teachers and administrators in the building.	1	2	3	4	5
3. There is a handbook or other documents available to principals, teachers, and aides with descriptions of respective responsibilities.	1	2	3	4	5
COORDINATION AND COOPERATION					
4. There is regularly scheduled time for Chapter 1 teachers or aides and classroom teachers to jointly discuss scheduling of students, student needs, progress, etc.	1	2	3	4	5
5. Both the classroom teacher and Chapter 1 teacher or aide have a clear understanding of their roles in providing Chapter 1 students the maximum opportunity to learn.	1	2	3	4	5
6. The classroom teacher and Chapter 1 teacher or aide work together as a team in meeting the needs of Chapter 1 students.	1	2	3	4	5
7. The classroom teacher and Chapter 1 teachers or aide share enthusiasm for giving Chapter 1 students the maximum opportunityto learn.	1	2	3	4	5

8. Inservice opportunities are planned for both classroom teachers and Chapter 1 teachers or aides and focus on coordinating their efforts toward a common goal. 1 2 3 4 5

MAXIMUM LEARNING TIME AND SCHEDULING

9. All Chapter 1 students receive a significant amount of extra help each day. 1 2 3 4 5

10. There is a mutually planned and agreed on schedule for Chapter 1 services so that all Chapter 1 students, particularly those with greatest need, are receiving maximum extra help. 1 2 3 4 5

11. There is flexibility in the classroom teaching schedule so that students are available to the Chapter 1 teacher or aide during the time the Chapter 1 person is scheduled in the classroom. (Example: on a rotating schedule, several students are pulled from the whole-class presentations to work with the Chapter 1 teacher or aide.) 1 2 3 4 5

12. There is a flexibility in the Chapter 1 personnel schedules. (Example: Several Chapter 1 persons work in the same room during a time when students are available in this room but not in other rooms.) 1 2 3 4 5

13. Chapter 1 students are actively working with the Chapter 1 teacher or aide for most of the Chapter 1 personnel's time in the classroom. 1 2 3 4 5

APPENDIX D

13 CHAPTER 1 PROGRAM ATTRIBUTES

ORGANIZATIONAL ATTRIBUTES

- POSITIVE SCHOOL AND CLASSROOM CLIMATE
- CLEAR PROJECT GOALS AND OBJECTIVES
- COORDINATION WITH THE REGULAR SCHOOL PROGRAM AND/OR OTHER SPECIAL PROGRAMS
- PARENT AND COMMUNITY INVOLVEMENT
- PROFESSIONAL DEVELOPMENT AND TRAINING
- EVALUATION RESULTS USED FOR SCHOOL IMPROVEMENT
- STRONG LEADERSHIP

INSTRUCTIONAL ATTRIBUTES

- APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES
- MAXIMUM USE OF ACADEMIC LEARNING TIME
- HIGH EXPECTATIONS FOR STUDENT LEARNING
- REGULAR FEEDBACK AND REINFORCEMENT
- CLOSELY MONITORED STUDENT PROGRESS
- EXCELLENCE RECOGNIZED AND REWARDED

APPENDIX E

LIST OF EFFECTIVENESS CHARACTERISTICS

1. A value system emphasizing academic achievement is communicated to staff, students and parents/community.
2. Teachers believe their leaders support their efforts.
3. There is an ongoing process for the review and improvement of curriculum areas for all students.
4. Staff development is provided in relation to needs and is supported with time and other necessary resources.
5. Students are actively and successfully engaged in learning activities for a significant portion of each day.
6. Students are expected to complete their work and meet recognized standards of quality.
7. Physical facilities provide a secure, attractive setting where the emphasis is on academic achievement.
8. Teachers provide frequent and consistent recognition for students' academic achievement and excellent behavior.
9. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.
10. With low-ability students, teachers move at an appropriate pace while providing the practice and individual monitoring needed to ensure that learning is attained on each sequenced objective.
11. Systematic assessment and evaluation of students at the classroom, building and district levels monitor progress towards specific goals.
12. Specific provisions are outlined for coordination between teachers in special programs and the regular classroom.
13. The school's needs and effective practices have been identified and are used with staff, students and parents/community to set goals and develop plans for improvement.
14. Resources are allocated to ensure achievement of academic goals.
15. Cooperative teacher planning is supported with time and other necessary resources.
16. Students know the rules and appropriate behaviors; inappropriate behavior is responded to quickly, consistently and without denigrating the student(s).

17. Teachers prepare lesson plans and have materials ready so class time is used effectively.

18. Teachers create a task-oriented but relaxed atmosphere and provide students with warmth, encouragement and little criticism.

19. Lesson objectives are plainly stated for students and referred to frequently to focus student attention.

20. Materials and resources for teaching high priority skills are available to teachers.

21. Continuous monitoring of student progress provides the basis for immediate and academically oriented feedback to students.

22. Assessment results are used to target areas for improvement.

23. Leaders are viewed by teachers as having relevant instructional expertise as well as management skills.

24. Students learn skills which are appropriate to their prior learning and are measured by formal and informal measures.

25. Instructional objectives, activities and materials are aligned with each other; tests and student record-keeping systems assess their implementation.

26. Classroom objectives are prioritized according to school/district guidelines; instruction is organized by these objectives.

27. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.

28. Teachers communicate and work with parents to ensure active support of their children's learning.

29. Various options for becoming involved in their students' learning help parents meet their responsibilities for helping students learn.

30. Students experience a moderately high success rate on daily assignments of new and/or review skills.

31. Students interact frequently with the teacher or other adult in learning tasks.

32. Correction or reteaching occurs promptly in response to student errors.

33. Standards for learning are both challenging and attainable.

34. Teachers use students' work results for instructional diagnosis and to evaluate their own teaching methods.

35. Teachers pay attention to student interests, problems and accomplishments both in and out of the classroom.

KENTUCKY DEPARTMENT OF EDUCATION
Division of Compensatory Education
Chapter 1 of the Augustus F. Hawkins - Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988

PROGRAM IMPROVEMENT ASSISTANCE FUNDS
1405 APPLICATION

Funds made available under Section 1405 of Public Law 100-297 shall only be used for direct educational services in schools implementing program improvement plans. Parents of participating children,school staff, the local educational agency and the state educational agency shall jointly agree to the selection of providers of technical assistance and the best use of 1405 funds for the effective implementation of the program improvement plan.

Name of LEA	Code	(5) Name of School	Code
Signature of Principal		Date Signed	
Signature of Superintendent	Date Signed	Signature of Coordinator	Date Signed

Describe how funds will be used: